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ABSTRACT

This project was an attempt to provide bilingual vocational education to elderly Franco-Americans on a cooperative basis among three Maine universities. Seventy-seven adult unemployed or underemployed Franco-Americans participated in a human services worker training program based on the Bangor-based certificate level curriculum in gerontology. Part 1 of the report is a compilation of programmatic and administrative information concerning recruitment, curriculum, support services, objectives, and administration. Part 2 is an independent evaluation of the project which consisted of onsite visits and surveys of faculty, staff, students, and practicum supervisors. Data from onsite visits are summarized and presented according to the role of bilingualism, effects of bicultural emphasis, adequacy of human services training, practicum placements, students, faculty, staff, consortium approach, and the one-year certificate. The surveys included questions on most of the same topics addressed by the onsite visit evaluation. Survey responses, received from approximately one-half of each group, indicated high levels of satisfaction among all groups. Sample instruments are included. (NJ)

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FINAL REPORT

"Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education"

Submitted by

Michael F. Beaudoin
Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

To the Reader:

The "Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education" project was funded in summer, 1975 by the U. S. Office of Education, Division of Vocational Education, for the fiscal year beginning July 1, 1975, for a total amount of $116,052. The grant application was submitted by Bangor Community College of the University of Maine at Orono, when University and state officials recognized the need for trained human service workers to provide bilingual services to Maine's elderly Franco-American population. The project was coordinated by Bangor Community College of the University of Maine at Orono, in cooperation with the University of Maine, Presque Isle, and York County Community College Services of the University of Maine at Portland-Gorham.

Not only did the project represent an attempt to develop innovative approaches at providing bilingual vocational education to a population not usually served by postsecondary institutions, (i.e., adult Franco-Americans with limited educational, employment, and language skills) but it also reflected an ambitious effort to deliver this new educational service on a cooperative basis among three University campuses located in disparate areas of the state.

While memory and space do not permit a listing of all those who contributed to the project in some way, the staff does wish to express its appreciation to the many individuals from state and federal government, from the University, and from area agencies and communities for their interest and support. The greatest share of credit, however, should perhaps be reserved for the project students. Whatever success the project has achieved must, ultimately, be measured in terms of their accomplishments. It is they who, with courage, sacrifice, and effort, have dramatically shown that education can be an enjoyable and enriching enterprise for both student and teacher, as well as for the communities in which they live and work.

Michael F. Beaudoin

Michael F. Beaudoin,
Project Director

INTRODUCTION

This document constitutes the Final Report of the "Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education", a program funded by the U. S. Office of Education, Division of Vocational Education, from July 1, 1975 to June 30, 1976, coordinated by Bangor Community College of the University of Maine at Orono, in cooperation with the University of Maine at Presque Isle, and York County Community College Services of the University of Maine at Portland-Gorham.

Part I is a compilation of programmatic and administrative information and commentary prepared with the assistance of Nicole Cecile Collin and Francoise E. Paradis, Coordinators; and, Brenda Picheloup, Administrative Assistant.

Part II is an independent evaluation of the Project conducted by the Social Science Research Institute of Orono, Maine and paid for with funds from the grant.

Part III is an appendix which includes various supporting data to supplement the staff report. A budget summary has been included, but does not reflect the final fiscal status of the project. This information will be prepared for submission to the U. S. Office of Education as required within 90 days of the close of the grant, and will be available to others upon request.

Introduction (cont)

Bangor Community College has been notified that it will receive funding from the U. S. Office of Education to continue the bilingual certificate program in human services for a second year from July 1, 1976 to June 30, 1977. In addition to the current sites at Bangor, Presque Isle, and Biddeford-Sanford, bilingual campus coordinators will be employed at the Lewiston-Auburn Center of the University of Maine at Augusta, and at the University of Maine at Fort Kent. This will result in bilingual vocational training of an additional one hundred (100) adult Franco-Americans to be awarded a certificate in human services in spring, 1977.

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Part I:

Programmatic and Administrative Information and Commentary

A. Recruitment of Students

The Project Director began on August 1, 1976, and the other three full time staff members began mid to late August. This late start, for a new academic program to be conducted by new personnel at three different campus locations, did not allow sufficient time for adequate program planning and careful attention to the myriad of operational details prior to the recruitment of students. Therefore, it required an aggressive recruitment and public relations effort to achieve the goal of seventy-five (75) students enrolled by September.

Every possible means and media was utilized: television, radio, newspapers, church bulletins, human service agencies, educational programs (eg. adult education), flyers, posters, home visits, and by word of mouth. The recruitment style was as personal as possible, with much written and oral communication taking place in the local French language.

Approximately 300 individual contacts were made within a six week period from mid August to late September. Because of a flexible evening schedule in Biddeford-Sanford and an October start in Presque Isle due to the annual fall potato harvest, only the Bangor site was required to have all students enrolled by early September.

All interested individuals were personally interviewed by the campus coordinator; they received details about the program, were asked to complete a brief application form, and

were given financial aid forms. Those wishing to enroll met a second time with a staff member to go over forms and answer any further questions.

In order to qualify, applicants had to be bilingual (French-English) underemployed or unemployed and, preferably, over forty years of age. A high school diploma was not required. Ultimately, seventy-seven (77) students were enrolled at all three sites. Because of the time constraints at Bangor, and the smaller percentage of Franco-Americans in that region, only twelve (12) fully eligible participants were enrolled by the start of classes. Five non-Franco students at Bangor (interested in working with elderly Franco-Americans) were allowed to enroll in the certificate program although they were not eligible to receive any project resources. Their interaction with the Franco-American students was entirely positive and excellent peer support developed with no social distinction made between project and non-project students.

Future applicants will be administered a reading and writing test (i.e., verbal portion of McGraw-Hill Basic Skills Diagnostic Test) prior to enrollment to supplement personal interviews and background information. This would serve to identify those applicants for whom language difficulties or long absence from formal schooling would require special developmental work while participating in the bilingual certificate program.

Faculty

While recruitment of students was in progress, project staff also were engaged in locating appropriate faculty and arranging class schedules. In Presque Isle and Biddeford-Sanford, project staff sought out professional human service practitioners to supplement regular faculty. In a few instances, faculty selected were not bilingual, but had previously demonstrated a sensitivity and ability to relate effectively to Franco-American adults. (Participating faculty are named in the Appendix.)

The procedure at Bangor was somewhat different. Because the human service courses were offered through the regular Associate Degree program, the department wished to integrate the Franco-American students with regular students as much as possible. As a result of this approach, only Introduction to Sociology and the Practicum Seminar (both taught by the Project Director) were bilingual and separate from other students.

Faculty at each site were requested to participate in a workshop held at the beginning of each semester. These sessions were useful in orienting faculty to the bilingual nature of the project, discussing special needs of the students, and exchanging views on appropriate methods of instructing and evaluating bilingual adult students. Next year, an orientation session will be conducted during the first week followed by monthly faculty meetings to identify any special needs of individual students.

D. Curriculum

All three sites utilized the Bangor-based certificate level curriculum in Gerontology. The first and second semester course sequence follows: (See Appendix F for course descriptions.)

First Semester	Second Semester
Introduction to Human Services	Interviewing/Counseling
Bilingual Oral Communications	Community Services for the Elderly
Introduction to Gerontology	Activity/Recreation Leadership
Group Processes	Practicum
Introduction to Sociology or Psychology	

Classes with bilingual instructors were conducted in both French and English. Textbooks and most written resource material was in English, but class discussions were conducted in both French and English, with an informal style of switching from one language to the other encouraged, particularly in the earlier stages of the program. A major effort was made on the part of bilingual instructors to translate concepts, terminology, and ideas from English texts for application to Franco-American culture and behavior.

The lack of readily available bilingual instructional resources suitable for use in training adult Franco-Americans as human service workers proved to be a chronic problem throughout the program. Selected materials developed and utilized by project staff and faculty are included in Appendix G.

In response to this need, project staff prepared a proposal requesting U. S. Office of Education support to develop bilingual, bicultural instructional resources for use in vocational education/training programs in the human services. A grant has been awarded to Bangor Community College for this purpose by the Office of Education, Division of Vocational Education (Part C); this should be a valuable resource to the project next year.

Some attempt was made to de-emphasize extensive use of textbooks, reliance on didactic instruction, and standard testing devices. Varied instructional aids, use of community resource persons, group discussions, and non-threatening approaches to evaluating student performance were introduced by most instructors.

Practicum

The Practicum formed an integral part of the curriculum, with each student receiving six credits for 240 hours of supervised field experience, most in a bilingual work setting in an aging related service. In addition, the coordinators conducted a weekly seminar in which theory and practice were integrated in problem solving sessions.

Many agencies appeared to develop an appreciation for the value of bilingual personnel trained specifically to work with elderly French speaking persons. Many, in fact, requested the opportunity for some form of cross-cultural training for their staffs. (List of participating agencies in appendix.)

Staff Recommendations on Curriculum

1. Because the certificate program in Gerontology is essentially a condensation of the Associate Degree in Gerontology, students were exposed to all the technical courses found in the two year program, with the exception of "Pathology of the Elderly." While this results in a comprehensive curriculum for the certificate students, it does diminish somewhat the incentive for students to go on for an Associate Degree in Gerontology, since most of the remaining courses are general rather than skill-oriented.

2. The certificate level curriculum allows for one behavioral science course, either Introduction to Sociology, or Psychology, At all three sites, the Sociology option was offered. As it evolved, however, the course had a strong ethnic studies emphasis to it. While this aspect proved valuable to the students, it did not allow for adequate exposure to behavioral science concepts and terminology useful in the helping professions. The addition of an introductory psychology course, perhaps in lieu of one of the technical courses, should be considered.

3. The complex process of bilingual vocational education was not satisfactorily addressed by the "Bilingual Oral Communication" course. Because of the lack of readily available curriculum materials at the outset of the project, each instructor explored a variety of procedures and materials in

an attempt to arrive at a format appropriate for bilingual adult students. Instructors had to resist the requests of some students to use the time for a refresher course in conversational French. Project staff and participating faculty have spent some time in designing a course for use at all project sites next year, which will develop practical skills in speaking, reading, and writing English, while taking into account the French background of students.

4. The six credit hour practicum, requiring 240 contact hours in a supervised field placement, was prohibitively time consuming, for traveling adults with families, and some with part time employment as well. For many, it became an ordeal to complete the required hours in the final weeks of the program. A four credit practicum seems more appropriate for the certificate program, and would allow easier integration into the Associate Degree which works with four credit practicums. Some students were unable to complete practicum because of employment. For those few students already engaged in human service work, for which appropriate learning objectives can be defined, practicum credit should be allowed.

5. Approximately a dozen students at the Biddeford-Sanford site were forced to reduce their participation in the program to a part time basis because of the demands of a full time schedule. A part time option should be available, allowing students to complete the certificate in three or four semesters. Also, additional human service certificate programs beyond gerontology should be developed for

Franco-Americans. In particular, a more generalized curriculum in "Community Services" might be advisable, which would allow a student to then go on to a more specialized option during a second year. This would be particularly appropriate at Bangor where several associate degree options are available.

6. Greater effort must be made to orient participants in the program, whether students, faculty, or practicum agencies. Students, first of all, must fully understand the nature of the program, how it differs from more conventional programs, and what demands will be placed upon them. Faculty must recognize the rationale for the program, be provided with pedagogical and evaluative alternatives that are suitable to the particular student population they will be instructing. Agency supervisors must be advised as to the special training being provided and how they can help achieve the specialized learning objectives being sought for bilingual students serving the elderly.

C. Support Services

Financial Aid was available to project students through stipends provided by the grant, work study, BEOG, Supplementary EOG, Veterans Administration, work experience programs, University and trustee scholarships and student loans.

All participating studentssreceived sufficient funding, based on need, that allowed them to enroll in the program without placing added financial burdens on them and their families. Because conventional student financial aid programs are geared toward younger students, adults often do

not qualify for assistance. At least half of the students would have been unable to participate in the program if the grant had not been structured to provide stipends.

Financial aid was awarded as follows:

Type of Aid	# of Students	Amount
Grant stipend	35	$22,900
BEOG	12	$12,248
SEOG	6	$10,900
Work Study	10	$14,050
VA Benefits	3	$ 7,045
University Scholarship	5	$ 2,150
Trustee Scholarship	1	$ 200
Work Experience Program	1	$ 225
NDSL	2	$10,500
	TOTAL AMOUNT	$80,218

Counseling and Tutoring

For adults beginning a college level program after a long absence from any formal schooling, a supportive learning environment is crucial to instill self confidence. Each coordinator played an active, ongoing role in providing personal counseling and academic advising to all project students. Some counseling was done over the telephone since tight schedules limited free time on campus for students. Although other student counseling services were available on campus, project students clearly depended upon project staff for educational information, guidance in resolving personal problems, and emotional support. At Biddeford-Sanford and Presque Isle coordinators each supervised two four year degree students (Franco-American) who provided peer counseling and tutoring as needed.

Because of the lack of clerical support and the wide geographic area to be served, coordinators found it diffucult to arrange adequate time to meet individually with students because of the rigors of their class and practicum schedules. Student contact was particularly difficult to arrange in Biddeford-Sanford because classes were held evenings and students were generally unavailable during the day for consultation because of family and employment obligations.

D. Seminars, Workshops, and Special Programs

Each site coordinator arranged several special programs and activities designed to provide additional resources and aids to students beyond normal classroom and counseling sessions. These permitted additional university personnel and community representatives an opportunity to participate in the program in some way. Events conducted at one or more project sites included:

1. Study skills - four to six weekly seminars were held in the fall semester to assist students in developing good study habits, extracting important data from their reading, studying for exams, and writing research papers. In the future, these sessions will be more formally structured as part of the curriculum for all project students, during the first month of the academic year.

2. Seminars (from 2 to 10 hours duration) were scheduled outside of regular classes and included such topics as:

"Assertiveness Training"
"Women and Aging"
"Death and Dying"
"Giving Feedback"
"Counseling Franco-Americans"
"Working with Withdrawn and Depressed Older Persons"

3. Career Planning workshops were held during the second semester at all sites on:

"Resume Writing"
"Job Interviewing"
"Continuing College"

4. Social Activities - A number of social events were planned for and by students throughout the year. These were an important aspect of the program, providing an opportunity for students to relax from academic pressures and relate to one another and to instructor and staff on a personal level. These activities also served to develop a strong peer support system within the project group:

Informal coffee/donut get-togethers for students and faculty,
An "Apres-Midi" (afternoon buffet) to meet Advisory Board and others connected to the project;
Christmas Party;
Classes held with Pot Luck lunches and barbecues, at student or staff homes

Of particular interest was the graduation ceremony held at each project site at the conclusion of the program. Appropriate university officials handed out diplomas to all graduates, followed by a banquet, attended by students, families, faculty, staff, university officials, and friends of the program.

E. Program Objectives and Summary Comments

Principal Objectives

1. To train 75 unemployed and underemployed Franco-Americans, preferably aged 45 and over, for jobs in fields of services to the elderly;

Comment

Seventy-two (72) Franco-American adults were enrolled in the program, sixty-one (61) as full time students, eleven (11) part time. Thirteen (13) were male, fifty-nine (59) were female. Twenty-one (21) were under the age of thirty-five (35), thirty-six (36) were between ages thirty-five and fifty (35-50), and twenty-two were over fifty (50) years old. The typical student in the project was a bilingual Franco-American woman between the ages of thirty-five and forty (35-40) with children, many without a spouse, and on some type of assistance. Approximately 50% were unemployed, 40% underemployed, 5% fully employed, and 5% retired or disabled.

2. To enhance career mobility for older Franco-Americans through utilization of higher education bilingual vocational education;

Comment

Forty adult Franco-Americans (approximately 60% over 45 years of age) some with no previous high school education, have now acquired a University credential along with new self-confidence and bilingual vocational skills, enabling them to pursue careers in a variety of aging-related services.

Roughly twenty five project students are continuing or have recently acquired paid positions or volunteer work in services for the elderly. Approximately ten students are

continuing with their education beyond the certificate. Another fifteen are actively seeking employment in the human service field. It is safe to say that very few of these individuals would likely have pursued any form of postsecondary education without the opportunity presented to them by the bilingual certificate program.

3. To create new bilingual bicultural vocational education in aging through a consortium of University campuses and aging service agencies.

Comment

During its first year of operation, the Bilingual Bicultural Human Services Training Project has fostered increased cooperation between branches of the University of Maine and established effective working relationships with many human service agencies throughout the state.

In addition to the staff of four, the project directly involved approximately twenty-five (25) University officials and faculty members and fifteen (15) community practitioners in administrative and instructional aspects of the project. Some twenty-six (26) aging related agencies provided supervised field placements for students. Most of these agencies and several related bilingual education projects in the region enthusiastically support the continuation of this program for a second year of OE funding.

Those University branches currently participating with Bangor Community College have exhibited a strong commitment to bilingual vocational education and two additional university branches in areas of high Franco-American concentration

will participate during the coming year. It should also be noted that the success of the existing project has generated further activity at Bangor Community College in the direction of statewide bilingual vocational education and training activity. Specifically, the college has obtained funding to conduct pre- and in-service staff training for human service agencies in the area of cross-cultural communication and services (Title I, HEA).

Subordinate Objectives

1. To assist aging service agencies to find appropriately trained bilingual adult personnel, particularly for bilingual aging services;

Comment

Through publicity generated by the project and placement of students in community agencies for bilingual field experience, many aging service agencies now recognize the need for, and sense the value of, trained bilingual personnel to work with elderly Francos. Many agencies, in fact, have expressed interest in having their staff benefit from in-service training similar to that given the project students.

2. To create a model bilingual vocational training program for the entire New England area whose population consists of one million Franco-Americans;

Comment

The project is now expanding to two additional University campuses. It has prompted statements from some participating campuses to the effect that they are committed to continuing some form of bilingual education beyond the grant period.

The project staff's interaction with other bilingual educators in New England over the past year has encouraged some discussion of disseminating project methods elsewhere. No specific action, however, has yet been initiated in this direction.

3. To expand the number of qualified Franco-American staff at the University of Maine.

Comment

This objective has been accomplished in the sense that the three professional positions were filled by Franco-Americans and approximately half of the participating faculty were Franco-American. The likelihood, however, that the project will result in permanent employment of any of these Franco-Americans is doubtful since the University is now undergoing a severe fiscal crisis, causing a freeze on employment at this time.

F. Administration and Coordination

Staff

The project encountered, as might be expected, some of the usual start up problems of a new project funded and staffed very late in the summer and expected to become fully operational by the beginning of the academic year. Initially, for example there was some confusion as to precisely what administrative roles would be played by the participating institutions, and that to be played by the project staff, particularly with regard to the fiscal management of the grant.

Despite the three disparate site locations of the project, staff communication was regularly maintained and staff meetings held approximately every six weeks. Each coordinator exercised autonomy in conducting on-site activities, yet an overall project cohesiveness and operating philosophy usually prevailed.

Occasionally some misunderstanding was experienced among staff because of the rather informal operational style the project assumed in an effort to preserve the flexibility that is often lost through rigid beaurocratic procedures. With additional sites and staff, it will be necessary to adopt a somewhat more formal approach to communications, decision making, meetings, etc., while still maintaining an open and innovative program.

The coordinators at Presque Isle and Biddeford-Sanford were hampered by the lack of adequate clerical support. With 25-30 students at each site, a more reliable source of office

assistance besides part time work study help is necessary to safeguard the quality of the educational and support services to students. This difficulty was exacerbated at the Biddeford-Sanford site by the fact that the coordinator operated from two sites twenty miles apart, requiring an inordinate amount of travel between sites which reduced contact time with students.

Institutional Support

While the cooperating campuses have expressed considerable interest in continuing and expanding bilingual educational programs, they are unable to commit institutional support for bilingual personnel, operating costs, and stipends necessary to preserve the unique features of the project. The project staff hopes, during a second year of external funding, to encourage long range academic planning that will increase the likelihood of some permanent university effort (on at least some campuses) to provide bilingual education to adult Franco-Americans not normally served by postsecondary institutions in Maine.

While general institutional support may be expressed for a new educational program, it does not follow that the key individuals involved within those institutions share an equal understanding or enthusiasm for new elements being introduced into the system. The one year bilingual human services project was constantly viewed vis-a-vis the two year Associate Degree in human services, rather than as a separate

and distinct program with its own particular standards, procedures, and purposes. The project staff felt pressure of preserving the original bilingual objectives of the project while the human services department at BCC felt the need to maintain academic standards. These two goals need not be mutually exclusive and it is hoped that a second year of operation will result in a more effective integration of a bilingual process and human service content to produce a stronger bilingual vocational education program.

Advisory Board

The Project Advisory Board served a useful function by meeting regularly throughout the grant period. Representatives from the participating campuses were able to receive staff reports on progress and problems, exchange views about administrative and curriculum matters affecting the program, and discuss future developments and plans.

One of the project coordinators (Presque Isle) organized a separate Advisory Group to provide guidance and monitor project activities at that particular site. This generated valuable community and institutional interest in the project and support for its continuation.

CONCLUSION

It is, of course, premature to assess the precise degree or extent to which the expressed objectives of this project have been achieved. Much remains to be seen: the future of bilingual education within the University of Maine system; the employment potential of Franco-American graduates of a bilingual vocational education project; and, the attitude of human service agencies toward the use of paraprofessionals specially trained by the University. Finally, we must ask if such programs essentially serve as mecahnisms for continued social and economic stratification by routing marginally trained individuals toward predestined lower rungs of the social services industry?

What can safely be said, at this point, is that the "Bilingual Bicultural Human Services Training Program" has provided a meaningful life and learning experience for a group of individuals whose access to educational and employment opportunities was previously limited. For them, this has been far more than an innovative, federally funded multi-campus project in bilingual education; for them, it has been a catalyst for personal development and self awareness, and a process of growth and discovery that will continue to benefit them, their families, and their communities.

Part II:

Independent Evaluation:

Social Science Research Institute

An Evaluation of the

Franco-American Gerontology Program

of

Bangor Community College

By

Tracy B. Bigney

Field Director

June 1976

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METHODOLOGY

The Franco-American Gerontology Program contracted the Social Science Research Institute (SSRI) of the University of Maine at Orono to conduct an evaluation at the end of the Program's first grant year. The evaluation consisted of two elements: visits to the Program sites by an evaluation team, and self-administered survey forms completed by faculty, staff, students, and practicum supervisors.

Members of the evaluation team were Barbara D. Clark, Gerard J. Tardif and Tracy B. Bigney. Mrs. Clark has recently completed a year long study of Maine's elderly and programs for the elderly commissioned by the Maine Committee on Aging. She was formerly an instructor of sociology at Bangor Community College of the University of Maine. Mr. Tardif, a bilingual Franco-American, is currently an evaluator of the bilingual program in the Caribou school system. He was previously affiliated with the University of Maine at Fort Kent. Mrs. Bigney is Field Director for the Social Science Research Institute.

The team spent one full day each in Presque Isle and Bangor and two days in the Biddeford-Sanford area. At each site we spoke to Franco-American Gerontology Program students, one or more practicum supervisors (that is, the person at the practicum agency who supervised the student's work), faculty, Advisory Board members, and the site coordinator. Students in each site were seen in groups as we found that most students seemed to feel free to speak within the group and to react and add to ideas brought up by others.

At the Presque Isle site we were able to visit two class sessions and observe faculty/student interaction. At Bangor the visit occurred

on the last day of the semester so that classes visited were not typical. The visit to Biddeford-Sanford was a week after classes ended. Almost all students in Biddeford and Sanford, however, attended the meetings held specifically for the evaluation team.

An outline was prepared for use of the evaluation team in writing up their observations from the site visits. This facilitated organization of the material and assured that the same issues would be covered by all. Observations and recommendations reported here represent the consensus of all team members.

Three separate survey forms were designed for the evaluation: one for practicum supervisors, one for students, and one for faculty and staff. The latter form was also given to Advisory Board members. Many of the same questions appeared on all three forms, others were directed specifically at one group. The surveys were developed by the Social Science Research Institute. Topics for questions were suggested by the Program coordinators and Advisory Board members. Copies of the survey forms are appended to this report.

The survey forms were distributed at the time of the site visits. Faculty, students and Board members who were not present during the site visits were mailed surveys. Surveys were also mailed to 22 students who had started the program but had dropped out prior to the site visits and to the practicum supervisors. Respondents were asked to complete the forms and mail them back to SSRI in a prepaid envelope. No identifying numbers were on the surveys, so responses were totally anonymous.

Completed surveys were received from 34 students, 23 faculty/staff, and 25 practicum supervisors in time to be included in this report.

This represents between 40 and 50 percent of each group. A number of individuals had multiple roles in the Program, such as practicum supervisor and board member or instructor. Such individuals, however, were asked to complete only one survey form.

The original Program proposal described evaluation measures to be used. Several of these measures, however, involved determining how many students were placed in human service jobs or predominantly bilingual service areas several months after certification. Because the evaluation was conducted at the end of the academic year not several months later, this method of evaluation was not possible.

BACKGROUND

The Franco-American Gerontology Program

The Franco-American Gerontology Program addressed two major needs, a need for bilingual- bicultural vocational training accessible to Maine's older Franco-American population, and a need for trained Franco-American human service workers at the paraprofessional level. Thus, the program is aimed at serving two segments of the Franco-American population, those who wish to enter higher education to enhance career mobility, and those in need of bilingual human services, particularly elderly Franco-Americans. The means selected for addressing these needs and serving these populations was a one year bilingual-bicultural certificate program in gerontology offered by Bangor Community College (BCC) of the University of Maine in three areas of Maine with concentrations of Franco-Americans. An already existing associate degree program in gerontology at BCC provided a base from which the certificate program curriculum could be developed.

As implemented the Franco-American Gerontology Program was offered to students in three areas: Presque Isle, Bangor, and Biddeford-Sanford. At each site a coordinator was responsible for the Program's operation. The Bangor coordinator was also director of the entire Program. At Presque Isle the Program was set on the University of Maine campus. At Biddeford-Sanford the Program was an offering of York County Community College Services (YCCCS) of the University of Maine at Portland-Gorham. Biddeford and Sanford are separated by about 20 miles; each city was actually a Program site. There were two sets of students and practicum sites; faculty for the two cities overlapped but were not identical. One coordinator, however, was responsible for both Biddeford and Sanford,

so they are treated here as one site.

The program objectives, as specified in the origianl proposal, include principal and subordinate objectives.

A. Principal Objectives

1. To train 75 unemployed and underemployed Franco-Americans, preferably aged 45 and over, for jobs in fields of services for the elderly.

2. To enhance career mobility for older Franco-Americans through utilization of higher education bilingual vocational education.

3. To create new bilingual-bicultural vocational education in aging through a consortium of University campuses and aging service agencies.

B. Subordinate Objectives

1. To assist aging service agencies to find appropriately trained bilingual adult personnel, particularly for bilingual aging services.

2. To create a model bilingual vocational training program for the entire New England area whose population consists of one million Franco-Americans.

3. To expand the number of qualified Franco-American staff at the University of Maine.

It is easy to document that 75 or more Franco-Americans were given training, that their career mobility was enhanced (in that many now have jobs) and that a program of bilingual-bicultural vocational education has been created. The evaluation reported here consists not only of determining that these objectives were met, but of looking closely at the Program to determine its strengths and weaknesses and to suggest ways in which it might be improved.

One factor which was consistently raised in discussions with Program participants was the short amount of time the staff and faculty had to organize and initiate the Program. Many of the problems encountered during the year were seen as a result of this quick start up. The impact of the late start cannot be assessed at this point in time, but there is universal agreement that it was large.

SITE VISIT OBSERVATIONS

After completing the visits to Program sites, the evaluation team felt deluged with information. An outline was devised as a tool for organizing the data and selecting the most important issues arising from the visits. The major topics from this outline are summarized below and will serve as the skeleton for discussing our observations.

I. The role of bilingualism

II. The effects of the bicultural emphasis

III. The adequacy of gerontology/human services training

IV. Practicum placements

V. Students: recruitment, support services, workload

VI. Faculty: program orientation, inter and intra-site coordination

VII. Staff

a. Site Coordinators: interaction with other program participants and the University, job demands

b. Program Director: interaction with site coordinators and with Bangor Community College

VIII. The consortium approach

IX. The one-year certificate

The Role of Bilingualism

The sites vary considerably in the role of bilingualism. In Presque Isle and Biddeford-Sanford almost all of the students are bilingual. In Bangor only about half of the students speak both French and English. In Presque Isle more use of bilingualism is made in the classroom than at the other sites. Students and faculty agree that the use of both French and English is a plus in the classroom. Students feel very much at ease

and a faculty for using both languages is fostered.

There are several difficulties in incorporating bilingualism into classwork: 1) bilingual instructors are not available in all fields, 2) bilingual materials are not available, 3) students who are not bilingual need translations, and 4) technical or specialized terms are not part of the French vocabulary of students.

The evaluation team feels that the importance of bilingual instruction outweighs these considerations and that the use of bilingual instruction should be increased. We recommend that all students admitted to the program be bilingual. Conditional admission might be made for those with difficulties in either language and remedial courses given.

We further feel that more effort should be made to employ bilingual instructors. For some courses for which bilingual instructors are not available from the University faculty, instructors may be brought in from among practicing professionals in the community. This practice, which was employed successfully and could be expanded, serves to introduce students to community programs through their instructors and to increase the number of Franco-Americans employed by the University (a secondary goal of the project), as well as making bilingual classwork possible. It is probably not feasible, nor necessary, to have bilingual instructors for all courses, but more importance needs to be attached to securing bilingual instructors or guest lecturers.

Two cautions must be noted here. If instructors are brought in from the community, they must be carefully oriented to the overall program objectives and to those of the courses they teach. Conversations with faculty employed during the past year, both those drawn from University

faculty and from the community, indicate a lack of such orientation. Secondly, some core courses of an academic nature must be taught by people with appropriate training; bilingual persons with such training will not always be available.

Bilingualism has played a larger role in practicum placements. Practicum supervisors have reported dramatic changes in clients, such as nursing home patients, resulting from contact with the bilingual practicum students. Several institutions seem to have gained a real appreciation for the importance of bilingual service delivery and have made a commitment to hiring bilingual staff. Students also realized the value of their bilingualism through practicum work. The practicum experience has underscored the need for bilingual human service workers expressed in the Program proposal; Franco-Americans who had not been receiving services because of their language were served by the practicum students.

The Effects of the Bicultural Emphasis

The basic aim and effect of the Program's bicultural emphasis was an improvement in students' self-images. Pre and post-Program testing could not be done by the evaluation team, but we heard many testimonials to the changes which occurred. Comments that the Program "changed my life" were not unusual.

The Presque Isle site offered a course in Franco-American culture, while at the other two sites Franco-American culture was incorporated into a sociology course. It appeared that some students underestimated the benefits they obtained from these classes. They questioned the need to learn about their culture because they were taught things they "already knew." On the other hand they recognized changes in their own attitudes and increased pride in being Franco-Americans.

Bicultural course content was not solely responsible for heightened cultural awareness and self-confidence. The Program coordinators played a large role by helping students recognize the value of skills they already possessed and by serving as models of proud, successful Franco-Americans. The students also all helped each other in the process of personal growth. At each site we found the students formed a cohesive group; there was a strong identity as Francos and as Program students.

This group spirit then had an impact on non-Francos among the Faculty and on students outside the Program. Some non-Program students who were in the Franco-American Culture course felt they gained from it greatly; the instructor asserts they gained more than did the Franco students.

There has been some debate as to whether Franco-American Gerontology Program students should be integrated in courses with non-Program students. In Presque Isle and Biddeford-Sanford there was minimal integration. In Bangor, in order to utilize the resources of the existing gerontology associate degree program, most classes were integrated. One advantage to integration is that Franco students may gain self-confidence by seeing that they can keep up with other students. Another advantage comes from exposing non-Franco students to the Franco-American Culture. Thirdly, instructors found the Program students highly motivated and serious about learning, qualities which might spur on other students.

The drawbacks to totally integrated classes, however, are great. Integrated classes preclude bilingual teaching and do not foster the group's sense of unity. The Program's objectives of providing bilingual-bicultural education would thus be defeated if all courses were integrated. The evaluation team feels that all Program students should be Franco-Americans

and that most courses should be provided for the Franco-American Gerontology Program students as a group to allow for bicultural, bilingual education. The Program benefits from such segregated classes even when bilingual instructors are not available.

The effects of biculturalism in practicum placements are tied in with the effects of bilingualism. Agency personnel saw increased importance in having Franco-Americans on the staff as they saw Franco-American clients respond to the students. The students in turn further increased their feelings of self-worth and pride when they saw the effects of their work.

The Adequacy of Human Services/Gerontology Training

Satisfaction was generally high with the human services/gerontology training. This was constant across all groups--students, faculty, and practicum supervisors alike. There were numerous suggestions for improvement, but little consensus. For example, some students and at least one practicum supervisor felt a course in pathology of the elderly was needed. Some students wanted a course on introductory psychology. Some instructors saw a need for more humanities courses and less technical training. There were several instances where courses seemed to be duplicating each other. Students and faculty agreed that there is a need for better coordination to avoid this problem in the future.

Overall, however, the students expressed confidence in their preparedness for work with the elderly. Faculty felt students were not only prepared to handle many situations, but were also aware of their limitations. Generally practicum supervisors had little awareness of the course content. Several felt the practicum would have benefited from more information and more connection with the classroom work.

Several faculty and practicum supervisors said they didn't really know for what kinds of jobs the Program was preparing students. Certainly these individuals had difficulties in defining what the training should include and in assessing its adequacy.

Many students now feel they want additional education. Most of these will go on to an associate degree in gerontology, but a few will be entering other fields or four-year programs. Almost all students, whether they plan to continue their education or not, have a commitment to human services. For many this commitment has directly resulted from the Program.

Practicum Placements

One of the most striking observations of the site visits was that both students and agency supervisors were unprepared for the practicum aspect of the Program. We repeatedly heard from students that they had not been made aware of the demands of the practicum. There was some confusion at the start of the Program as to how many credit hours the practicum would be; this may have been one of the effects of the rapid Program start up. The coordinators agree it is imperative that in the future the demands of the Program be made clear to entering students.

Students in Presque Isle were almost unanimous in feeling that the practicum was too long. They felt they could learn what they needed in 40 hours per semester. Interestingly students in Bangor whose 240 hours of practicum was concentrated in one semester, didn't feel the practicum length was excessive though they found it demanding. Students in Biddeford-Sanford felt they could not complete the practicum in the time given and that the Program was not considering conflicting demands on their time, but that all 240 hours were beneficial.

Some students at each site questioned the value of the practicum seminar, a required course. It seems that some students, though certainly not all, did not fully understand the purpose of the seminar or see the practicum experience as relating to their classroom work. Clearly the demands and role of the practicum should be more fully defined for students.

Practicum supervisors generally expressed a need for better communication with Program Coordinators. Supervisors did not know what was expected of them and did not know--unless they asked the student--what was being taught in the classroom. Meetings with Program coordinators centered on evaluating the student, not on developing plans for the practicum content.

Despite these difficulties students gained much from their practicums. Most students discovered that they enjoy working with the elderly. As stated above the practicum experience was instrumental in developing students' feelings of self worth.

The agencies also drived benefits from the practicum placements, as they should. But a few agencies or institutions used the students as added personnel while making little effort to provide learning opportunities. This might have happened less had practicum supervisors had more contact with Program coordinators. Most agencies were strongly impressed with the quality of the students. The practicum had a great effect on several nursing homes in creating awareness of the needs of older Franco-Americans. A number of students have been hired by their practicum agencies, a good indication of the agencies' response to the practicum.

Students

Recruitment. Students were recruited through the media, through churches, and through personal contacts made by coordinators. Recruitment was undoubtedly adversely affected by the late start of the Program. Generally an open admissions policy was followed. As a result students had widely varied educational backgrounds. Faculty were divided as to whether this diversity was a problem for them. Language abilities, both French and English, also varied widely.

Support Services. Developmental courses are a necessity in a Program with students so diverse. Students needing developmental work should be identified at the time of admission and expected to take such work. A tutor was available to students at Biddeford-Sanford each semester. The first semester tutor, however, was not bilingual so students underutilized her services. The need for academic assistance must be recognized and met, especially in a Program for non tranditional students. It is not realistic to expect the site coordinators to completely fill this role.

Counseling is another necessary support service. As with academic assistance, there is room for improvement. Currently most counseling responsibility falls on the site coordinators. While the coordinators should be involved in counseling, they may not be equipped for, nor have the time for, all counseling needs which arise. Some assistance was available from the Women's Center at Presque Isle, the Women's Resource Center at Bangor, and the counseling offices of York County Community College Services in Biddeford-Sanford. Students need to be made aware of these and other counseling services available. One possible means of acquainting students with services and of promoting discussion of problems would be a counseling

workshop held at the beginning of the year and repeated four to six weeks later. Uses of group counseling techniques like this are recommended both for effectiveness in counseling and for economies in time.

Workload. Perhaps the point on which there was most agreement among all program participants--students, faculty, supervisors and staff -- was that the workload placed on the students was unreasonable. The Program was directed at people with family responsibilities, some of whom were also employed, yet it demanded time equivalent to a full-time job or more. On top of all this some students travelled considerable distances to attend classes.

Many students were attracted to the Franco-American Gerontology Program because it was a one-year program and thus sounded manageable. They repeatedly said, however, that had they known how demanding the program would be, they never would have entered it. There is great agreement among program participants, and it is recommended by the evaluation team, that there should be a part-time option in the future. In addition, students must be fully advised of the demands of the Program, so that they may choose wisely between full and part-time study.

The Faculty

Orientation to the Program. Faculty members at all sites expressed dissatisfaction with their introduction and orientation to the Program. This situation may, for first semester faculty, have resulted from the Program's late start. Second semester faculty, however, seemed to have fared no better. Faculty members had no time to prepare for their courses; duplication of content sometimes resulted. Instructors say they had little idea of the Program's goals and how to operationalize them, and little idea of what to expect of the students. Some Bangor instructors were not aware they would have Franco-American Gerontology students in their sections

until classes started.

A faculty workshop was held at each site, but the Program director felt they were unsuccessful. According to the faculty the workshops were too little, too late.

The nature of the Program dictates the selection of special faculty. It was recommended above that more be bilingual Franco-Americans. A program with non-traditional students also requires special attention to orienting the faculty so that they are sensitive to the students' needs and comfortable with the program's goals..

Coordination of site faculty members. Better coordination of the efforts of faculty at each site would flow naturally from better orientation of the faculty. Instructors should meet periodically to review progress and problems. A more careful review of course syllabi seems needed to remove areas of duplication, and perhaps fill in gaps in course content.

Inter-site coordination and use of shared curriculum. To avoid duplication of effort at several campuses the Program used the shared curriculum concept. For core courses syllabi from the Bangor Community College associate degree in gerontology were to be used at all sites, although instructors could adapt the courses somewhat. The concept of sharing with flexibility for local autonomy seems sound. Most instructors could have benefited from a more extensive sharing in light of the paucity of bilingual-bicultural educational materials. The coordinators at Presque Isle and Biddeford-Sanford worked together on some innovative materials such as videotapes of Franco-Americans role playing in vignettes for the Interviewing and Counseling course. More inter-site sharing of ideas and materials might stiumulate greater interest

in the Program's challenges among faculty.

Staff

Site Coordinators

Interaction with students. The relationship of the site coordinators and students is crucial to this Program. Students who have been out of school for many years are often timid in approaching institutions of higher learning; the presence of an approachable authority figure is vital. It is especially important that the coordinators be Franco-Americans.

Much to the credit of the individual coordinators, relationships with students seem to have been very good. Many students voiced both admiration and affection. In only one site was discontentment with the coordinator expressed and that was by a minority of students whose reasons were not clear. The problem seemed to stem from a feeling that inconsistent information was given out. This may have been unavoidable at the Program's start. A clearer explanation of the Program and its demands at the outset, as discussed above, might alleviate the problem. The coordinators themselves were also concerned about the students lack of understanding of the Program and would take steps to avoid its reoccurrence.

Interaction with faculty and staff. At all sites faculty expressed a desire for more communication with the coordinators and with each other. Aside from this relationships of coordinators and faculty were very good.

In effect the coordinators were the only staff of the Program in Presque Isle and Biddeford-Sanford. The Bangor coordinator, who is also Program Director, was supported by an administrative assistant. The other two coordinators had only work-study assistance. This was clearly inadequate and resulted in the coordinators taking on clerical tasks when work-study help was unreliable or inadequate. It is recommended that the Program or the campuses where it is

situated make sufficient help available to the coordinators.

Interaction with practicum supervisors. Discussions with practicum supervisors indicate some had very little contact with the coordinator and felt they needed more information about their role in the Program. A general policy of a supervisor-coordinator meeting at the beginning, middle, and end of the practicum seems sometimes to have been followed and sometimes not. A closer monitoring of the practicum by the coordinator was recommended by several supervisors. Overall, however, good relationships with practicum sites seem to have developed and will serve as a base for future practicums.

Roles being filled by coordinators. The workload of the site coordinators, like that of the students, was very strenuous. Coordinators served as recruiters, administrators, counselors and instructors. The late start of the Program and the fact that this was a new program added to the demands. It might be expected that in subsequent years the situation would be eased. Increased support, particularly in clerical assistance, from the University campuses is important in alleviating some pressures on the coordinators. The individuals who served as coordinators were highly dedicated and energetic, real assets to the Program. They never recovered, however, from the late start. Most of the Program's weaknesses can be traced to the fact that coordinators had too much to do and too little time.

Program Director

Interaction with site coordinators. The Program Director also served as site coordinator in Bangor. As Director he had responsibility for all sites and served as their liaison with Bangor Community College. A good working relationship seems to exist between the Director and site coordinators.

Interaction with Bangor Community College (BCC) Human Services Division.

The interface of the Program with BCC, the institution granting the certificate, was less than ideal. A conflict existed between the goals of providing education appropriate to older Franco-Americans and providing paraprofessional training. The conflict occurred both within the Program's Advisory Board and between the Program Director and the Chairman of the Human Services Division. Some individuals championed the Franco students, sympathized with the problems of non-traditional students, and stressed the need to let the Program develop a Franco-American cultural flavor. Other individuals stressed the need to adhere to academic standards. While the bicultural emphasis has been one of the Program's strengths, the point is well taken that the students themselves are cheated out of educations and career mobility if they are awarded degrees or certificates without fulfilling basic requirements of paraprofessional training.

The original project proposal recognized the validity of both viewpoints:

> "Essential to the success of this program is its adaptability to the bilingual and bicultural differences of the Franco-American... Too often programs for minorities lose their academic integrity by diluting course content to the assumed level of the participant...such dilution is nothing more than extended discrimination which will perpetuate the problem of providing academically inferior education and credentials to Franco-Americans." (proposal narrative, pages 23, 24)

To a certain extent this conflict seems more apparent than real. Those championing each position would support developmental work to enable Franco-American students to successfully complete academic courses and agree the Program's pace is too strenuous for students with great personal responsibilities.

While there are basic philosophical differences the conflict involves more differences in style than differences over the Program's goals. It is unfortunate that this has impeded the Program's operation.

One aspect of the friction is the question of integrating Program and non-Program students in classes. This issue has already been discussed (see "Effects of the Bicultural Emphasis"); the evaluation team recommends limited use of integrated courses, a policy which would allow the Bangor site to develop more fully the bilingual-bicultural nature of the Program.

The Consortium Approach

The associations of the three sites with each other, with the campuses on which they were located, and with Bangor Community College, the Program's center, formed a complex network. Each site functioned with considerable autonomy. The value of the consortium was most apparent at the coordinators' level but did not seem strong at the instructors' level. It has already been suggested that benefits could be derived from increasing communication among faculty. Also already mentioned was the conflict between the Human Services Division of BCC and the Program Director; how large an impact this conflict had on the operation of the sites has not been assessed, but it did lead to a strained environment at Bangor.

The Presque Isle and Biddeford-Sanford sites developed positive ties with their campuses. The University of Maine at Portland-Gorham associate degree office, which administers York County Community College Services, feels a commitment to giving the Program more support and tying it more closely to other programs. University of Maine at Presque Isle administrators express great enthusiasm for the Program.

It is not entirely clear how the sites are related to the campuses. Confusion about lines of authority was not a serious problem, but apparently, did contribute to difficulties in giving and receiving consistent information in Biddeford-Sanford. The need for more campus support in terms of clerical help, counseling and remedial services has already been cited.

Students at Biddeford-Sanford were not situated on a University Campus per se. Classes were held at Nasson College and at Biddeford High School. This does not seem to have been a drawback to the students. The distance from Portland to the sites and between Biddeford and Sanford was an additional complication for the coordinator.

Presque Isle students were at first somewhat intimidated by the University but came to feel comfortable in their group and used University resources such as the library and Women's Center.

University faculty were employed by the Program at all sites, though less so in Biddeford-Sanford and Presque Isle than at Bangor. The Presque Isle and Biddeford-Sanford coordinators seemed to have considerable lattitude in hiring instructors and successfully utilized both University and non-University personnel. Reliance solely on existing University faculty at Bangor was detrimental to the Program's bilingual-bicultural element and worked counter to the goal of increasing University employment of Franco-Americans.

A Statewide Advisory Board for the Program included representatives of all sites, of the University's Franco-American Resource Opportunity Group, of the Women's Re-entry Program at BCC and of the Bureau of Maine's Elderly. The Board was active in interviewing applicants for the Program Director's position and in curriculum development. Some members felt a lack of openness at meetings and expressed a desire to have the Board's role more clearly defined in the future.

The one-year certificate

One issue the evaluation team was asked to explore was the appropriateness of a University setting for a one-year vocational certificate program. We found little feeling that it was not appropriate. Opinions most often heard were that the Program could function equally well in a University or Vocational Technical Institute or that there are distinct advantages to a University setting. No one expressed a strong belief that it should not operate within the University. Advantages to inclusion in the University system are that students are attracted to the idea of going to college, that students may progress to associate or baccalaureate programs and that the University may be encouraged to expand its commitment to Franco-Americans.

One real problem with the certificate awarded by the Program is the transferrability of credits to two and four-year programs. Students enrolled understanding that all credits could be transferred to some associate degree programs. Faculty members told us, however, that course content and standards had in some cases been modified because the students did not have the academic background necessary to handle the course. Transfer of such credits would be unfair to students who would assume they were prepared for advanced courses and to the quality of the institution. This problem is particularly acute when labels for Program courses and regular University offerings are identical but the courses are not.

Many students in the Program from all three sites have decided to enter associate degree programs. This is not surprising as they have found their first year of college exciting and rewarding, and they have discovered they can handle the work. It is important to encourage non-traditional students by easing entry into higher education. A one-year course serves this purpose as many who would

not initially consider entering a two-year program see a one-year commitment as possible. The policy of transferring credit should be designed to encourage without raising false hopes.

The evaluation team recommends that the policy of credit transfer be reviewed. An equitable policy should be established and clearly stated to entering students. As students transferring between departments, programs and institutions often are not able to receive credit for all previous work, it would not be an unreasonable hardship on Program students.

Another question raised about the one-year certificate is how it differs from an associate degree in gerontology. It appears that the distinction is not clear to either students or faculty. Students from one and two-year programs will probably be competing for the same jobs. Franco-American Gerontology Program students have strengths in maturity and their bilingualism. They have proved their worth in practicum placements, and some have been hired through their practicums. But one-year students may have difficulty obtaining jobs in non-practicum agencies when competing with two-year graduates. A rethinking of the differing objectives of the one and two-year programs might benefit all. Attention also needs to be paid to the job market so that the Program doesn't continue to train bilingual-bicultural gerontology workers long after the need has been satisfied.

Summary

The site visits gave the evaluation team a chance to see the Franco-American Gerontology Program in action. At all sites we sensed great enthusiasm among students, faculty, staff, and practicum supervisors. We found solidarity among the students that could not have come through on the written surveys.

The greatest problems seem to have stemmed from the late start of the Program and the subsequent lack of time for planning and organization.

Recommendations of the evaluation team capsulized here are elaborated in the preceding text.

1. The use of bilingual instruction should be increased.
2. All students accepted in the Program should be bilingual.
3. The integration of Program and non-Program students in classes should be limited.
4. The requirements of the Program, and especially of the practicum, should be more clearly defined for entering students.
5. A part-time option for students should be incorporated into the Program.
6. Developmental studies should be available and required of students needing such work.
7. Counseling services should be expanded and made accessible to students.
8. Communication between site coordinators and practicum supervisors should be increased to give supervisors a clearer understanding of the practicum and to monitor practicum experiences more closely. This would result in better integration of classroom and practicum learning.
9. Faculty members should be given more thorough orientation to the Program.
10. Site coordinators should be given full-time clerical support.
11. The policy of transferring all Program credits to some University associate degree programs should be reviewed in light of the modified course content and standards necessary for the students.

DATA FROM PROGRAM PARTICIPANT SURVEYS

As described in the methodology section, surveys were distributed to students, staff, faculty, Advisory Board members, and practicum supervisors of the Franco-American Gerontology Program. Responses were entirely anonymous to encourage frankness. Three survey forms were designed: one for students, one for practicum supervisors, and one for faculty, staff, and Advisory Board members. Completed surveys were received from slightly under half of each group.

The surveys included questions on many of the same topics discussed during the site visits. The surveys, however, enabled us to collect uniform data from all sites and from a large number of people. The responses of practicum supervisors are especially helpful as we were able to see only a small number of them.

Students

The students' high degree of satisfaction with the Program is readily apparent from the surveys. All 34 who responded would recommend that the Program be continued. Thirty-two would recommend expansion to other campuses and 33 would recommend the Program to a friend. None of the students ranked themselves either somewhat or very dissatisfied, 23 were very satisfied and, 10 somewhat satisfied.

Their enthusiasm was equally apparent on questions about more specific Program elements. Thirty of the 34 found the practicum a useful learning experience; 33 felt the classroom work was useful. When asked whether the classwork or practicum was more valuable, 8 selected classroom work and 25 asserted the two were equally valuable. Twenty-nine felt they did a very good job in their practicum placements; 30 felt they did very well in classroom work.

The students are also almost unanimous in their feelings about jobs. Thirty-one of the 34 responding would like positions using their bilingual skills; 26 would like to work with the elderly. Thirty-one have greater confidence in their abilities to obtain jobs than they had before the program. Slightly fewer (26) expect to earn more than minimum wage. Even fewer (18) feel employers will treat them as trained paraprofessionals; 8 felt employers would not; 8 didn't know. These questions indicate the students' self-images are highly positive; but they are less confident of others' attitudes or of the job market.

Bilingualism appears to have played a role in the students' satisfaction with the Program. In addition to wanting jobs using their bilingual skills a large majority of students felt the bilingual classroom approach was effective in achieving the Program's goals and believe bilingual programs should be offered in fields other than gerontology, such as mental health, human services, working with youth, nursing, and business. About three-fourths of the student respondents feel more comfortable speaking French than they did before entering the Program, but fewer than half feel more comfortable speaking English. This may be, however, because most students did not need to gain proficiency in English.

Students were almost equally divided on the question of integration into classes with regular two-year students. Fifteen favored integration, 17 did not. Obviously there is not strong support for either total integration or segregation, but beyond that the responses are difficult to interpret. The question asked, "Should students in a one-year bilingual program be integrated in classes with students in regular two-year programs?" Students favoring integration of some but not all classes might have answered either yes or no.

The faculty and staff received high praise from the students. Thirty-one of the 34 agreed with the statement, "The project faculty and staff helped to increase my abilities to do the work." Twenty-nine agreed that "The project staff were concerned about me." Nevertheless, a slight majority of the students (18) felt they needed more assistance (guidance, counseling, tutoring) to allow them to do the work well. These responses are consonant with the evaluation team's observation that developmental courses and counseling should be more available to students and that coordinators can not be expected to provide all the needed services singlehandedly.

The classwork grading procedures were seen as being fair by about 90% of the students. The same number agreed that there is no need for more tests and grades. This question was asked because there was some concern that students would not feel comfortable with non-traditional, unstructured courses. In fact, however, many courses seem to have been conducted in a traditional manner with tests and grades. During the site visits students, particularly those in Presque Isle, criticized courses they felt were unorganized and unstructured. Acceptance by the University faculty, staff, and students not in the Program posed no problem for the students. Thirty-two indicated they felt accepted.

When asked what prompted them to enroll in the Program students gave various replies. Some were attracted because the Program was directed at Franco-Americans; another attraction of about equal strength was the gerontology or human services aspect. A number of students simply wanted to better themselves, to be challenged, or to improve their job opportunities.

About one-fifth of the students indicated the Program did not differ from what they had expected when they enrolled. Of the differences noted

a large number revolved around the Program's demands; students had not been aware of the practicum or had expected a shorter practicum; some had expected less classwork or had not realized the program required a full-time commitment.

Twenty-four of the 34 respondents plan to continue college work, an additional three are undecided. The fields of study most plan to enter are gerontology or human services. Many students' career plans are unsettled. They have decided generally to work with the elderly or in human services, but have not decided on specific careers to pursue.

The positive effects of the bicultural emphasis can be seen in responses about how the Program affected students' feelings about being Franco-American and about other Franco-Americans. "It has strengthened my association with my heritage and helped me consider its value on my way of life," wrote one student. Several students feel they now understand Franco-Americans better and are more aware of their problems.

Students' feelings about the elderly were also affected. The effect was usually stated to be an increased awareness of the needs and problems of the elderly. Some students were surprised to find how much they enjoy working with the elderly.

The most valuable aspects of the Program as seen by the students, revolve primarily around the gerontology, human services training element. Fewer mentioned the bilingual-bicultural dimension, though a number of students mentioned both the vocational and cultural aspects. The practicum and specific courses, such as Interviewing and Counseling, and Introduction to Gerontology, were also listed as the most valuable aspects.

Half of the students gave no answer when asked about the Program's least valuable aspects. The two most common responses, however, were that

the practicum or practicum seminar required too much time and that the Bilingual Oral Communication course was not useful. There also were mentions of courses that duplicated subject matter.

Students' suggestions for changes in the Program echo those heard during the site visits. The demands placed on the student are a central concern; shortening the practicum and allowing two years to complete the certificate are seen as possible ways to ease the burden. Students also have suggestions for additions to the curriculum, pathology of the elderly, psychology, and more opportunities to improve their French; they also recognize the need for more planning and organization.

The 34 students who responded included 25 who expected to receive certificates, three who were unsure, and six who had dropped out. Students who left the Program did so mainly because of personal problems such as illness or financial problems. The students were predominantly married females. All were between the ages of 25 and 64 with about 60% being younger than 45. Half of the students had been employed while enrolled in the Program, most of those part-time. Prior to entering the Program students were employed as machine operatives, nurses aides, clerks, outreach workers -- a variety of jobs. About one-third had not been employed outside the home. These students largely fit the target population of the program though many are under the age of 45, and some seem to have been employed at a paraprofessional level before enrolling.

Faculty, Staff, and Advisory Board Members

Like the students the faculty, staff, and Board members expressed great satisfaction with the Program overall. One respondent was "somewhat dissatisfied", none were "very dissatisfied", seven "somewhat satisfied," and fifteen were "very satisfied."

Instructors, coordinators, Advisory Board members and other Program employees such as a tutor and an administrative assistant were all given the same survey form. Separating faculty, staff and Board members into three groups would have resulted in small groups with a great deal of overlapping because of individuals who participated in multiple capacities. For the sake of convenience this entire group will be referred to here as Program deliverers. Some questions were inappropriate to Board members who had not worked directly with the students, but they were asked to respond to all pertinent questions.

Of the twenty-five Program deliverers who returned questionnaires, only one would recommend the Program not be continued, and three would not like to be involved in a similar program next year. Only one respondent expressed serious doubts of the Program's value feeling that it gave students false expectations of job availability and that the bilingual approach necessitated a "watering down" of the subject content.

The bilingual teaching approach, however, received strong support from most of the group which contained roughly equal numbers of Franco-Americans and non-Francos. Almost all felt it had been effective in achieving the Program's goals. Two respondents who said the bilingual approach was not effective indicated this was because there was too little use of bilingualism. Twenty-two of the deliverer group feel that bilingual programs should be offered in other fields, chiefly social and health services and education. One drawback to bilingual instruction, however, is the lack of adequate bilingual materials noted almost unanimously by those who had been involved in teaching.

Deliverers perceive that the Program was well received by University faculty and students who were not directly involved in it. They themselves feel the University setting is appropriate, especially at a community college, and do not believe the Program should be placed at Vocational Technical Institutes.

All the Program deliverers said they felt comfortable working with the non-traditional students, but about one-third were not satisfied with the academic preparation of students. The greatest problem was a lack of study skills, perhaps associated with having been out of school many years. Respondents suggested that students be offered skill building workshops and developmental work to prepare them for the courses. Several instructors noted dissatisfaction with the grading procedures in that standards had to be relaxed.

Despite this the group unanimously agrees that the Program helped students develop human service job skills, that graduates are prepared for paraprofessional jobs, and that the Program increased students' confidence in their abilities to obtain jobs. There is near unanimity that the practicum is a useful learning experience.

About 90% of the group found the curriculum appropriate to the Program's objectives and that the classroom and practicum aspects formed a well integrated program of theory and practice. Suggestions for improving the Program repeat those already stated: decrease the student's workload, increase the time available to faculty for planning, increase the role of bilingualism, better introduce the Program to faculty. About one-third of the Program deliverers feel they were not given enough information about the program's goals, methods, and student population. It is likely that this one-third are mainly instructors as coordinators and some Board members were involved in the Program at an early stage and were in a position to be giving, not receiving, information. The proportion of instructors who feel they were not given adequate information is, then, probably closer to one-half than one-third.

Program deliverers were less aware than students that support services were inadequate. While just over half of the students said they needed more help, only 30% of the deliverers felt services were not adequate. Those who saw this problem suggest both academic skill building and personal counseling be provided.

The deliverers also differ from the students on the question of integrating Program students in classes with regular two-year students. About two-thirds of the Program deliverer group support this practice. Most of the group, however, commented that such mixing should not be for all courses or should not occur until the second semester. Most respondents see advantages to both integration and segregation. Non-Program students would benefit from exposure to the Franco-American culture and from being in classes with highly motivated, mature students. Franco-American students would feel more a part of the University and benefit from interaction within a heterogeneous group. On the other hand, too much use of integrated classes would defeat the purpose of the Franco-American Program.

There was no consensus as to what are the Program's most valuable aspects. The bicultural emphasis and raising students' confidence, making education available to non-traditional students, the vocational training, and making agencies aware of the need for Franco-American service providers were all cited. Least valuable aspects of the Program are seen to be false expectations of job availability and the excessive demands placed on students.

Practicum Supervisors

That practicum supervisors were also pleased with the Program is obvious from their questionnaire responses. All but one of the twenty-five indicated the Program was successful from his point of view, was beneficial to his agency, and was a useful learning experience for students. All felt the students worked well with their patients or clients, and about 90% of the supervisors said they and their staffs were comfortable working with the students. Students' abilities to work with the elderly were rated excellent by slightly over half, good by about 40%, fair by one, and poor by none.

Bilingual skills were used in all but one practicum site responding; the student's bilingual ability was a valuable asset in about 90% of these placements. About 90% of the supervisors said that in choosing between two job applicants who were otherwise equal they would give preference to a bilingual applicant. Many supervisors feel bilingual programs should be offered in fields other than gerontology, particularly other human service fields including health services.

The problem observed by the evaluation team, lack of communication between supervisors and site coordinators, was manifested in several ways. About one-fourth of the supervisors felt they were not given enough information about the Program's operations and goals. About one-fourth were also dissatisfied with procedures for evaluating student performance. Several felt that it was not necessary to have both a written evaluation form and a meeting with the supervisor. A few supervisors felt the students were not prepared for practicum placements or that the student's responsibilities to the practicum agency were not clear. About one-fifth felt the practicum work was not well integrated with the classroom work because they did not know what was being taught in the classroom.

Between eighty and ninety percent of the respondents feel Program graduates are prepared for paraprofessional jobs, feel students' job skills increased markedly through the practicum period, and feel graduates will be able to compete for jobs paying more than minimum wage. Fewer (about 70%), however, feel there are generally positions available in Maine for graduates. It is interesting that a larger proportion of supervisors than of students feel graduates are prepared for paraprofessional jobs and can compete for jobs paying more than minimum wage.

The practicum supervisors feel graduates are prepared for jobs as outreach workers, activities directors or assistants, aides in nursing homes, or assistants to social workers. Twenty-two of the 25 supervisors would hire a Program graduate for a permanent position if their agency had an opening.

About half the supervisors were Franco-Americans themselves; some of these said the Program did not affect their feelings about Franco-Americans. A number of supervisors, however, said the Program made them more aware of the need for bilingual human service workers and of the problems faced by non-English speaking persons. About half the supervisors also noted changes in the students' attitudes about being Franco-American; increased confidence and pride were most often mentioned.

Practicum supervisors felt the Program's most valuable aspects were the practicum, preparing students to work with the elderly, and the bilingual-bicultural emphasis. Least valuable aspects were only enumerated by nine supervisors and involved concerns already noted such as demands on the students, lack of communication between supervisors and coordinators, and raising false expectations of job availability. Also mentioned was the amount of agency staff time spent planning and supervising the practicum. Changes supervisors would like to see revolve around the same concerns, especially more contact bewteen supervisors and coordinators.

Just over half the supervisors agree the Program should be placed in Vocational Technical Institutes. This response cannot be interpreted, however, as an indication the University is not an appropriate setting as 83% also agree the Program should be expanded to other campuses.

Summary

The survey responses were very consistent with observations of the evaluation team. Respondents showed high levels of satisfaction with the Program. This was true among all groups, students, Program deliverers (faculty, staff, Advisory Board), and practicum supervisors. The respondents also verified the problems observed by the evaluation team while pointing up differing perceptions of the problems between the three respondent groups. For example, students are more aware of a need for increased support services than are the Program deliverers. The table below displays responses to questions that were asked of more than one of the respondent groups.

	Students	Program Deliverers	Practicum Supervisors
Would recommend Program be continued	100%	96%	96%
Would like to be involved in a similar program next year or would recommend to a friend	97%	87%	88%
Very satisfied with Program overall	70%	65%	64%
Feel bilingual programs should be offered in fields other than gerontology	91%	92%	74%
Practicum was a useful learning experience	94%	89%	96%
Program helped develop human service job skills	90%	100%	84%
Program graduates are prepared for paraprofessional jobs	53%	100%	88%
The Program has increased students' confidence in their abilities to obtain jobs	97%	100%	84%
Program graduates can compete for jobs paying more than minimum wage	76%	87%	80%

	Students	Program Deliverers	Practicum Supervisors
The Program should be expanded to other campuses	100%	82%	83%
Students in a one-year bilingual program should be integrated in classes with non-traditional students	44%	73%	*
Felt comfortable working with non-traditional students	*	100%	88%
Classroom and practicum aspects formed a well-integrated program of theory and practice	*	89%	81%

*Not asked

QUESTIONNAIRES

Study 7018A

Social Science Research Institute

Evaluation of the Franco-American Gerontology Program

Survey of Students

Q1. What prompted you to enroll in this program?_____

_____

Q2. In what ways was this program different from what you expected when you enrolled?_____

_____

Q3. Do you feel that you needed more assistance (guidance, counseling, tutoring) to allow you to do the work well?

___1. Yes ___5. No

Please indicate whether you agree or disagree with each following statement:

	1. AGREE	5. DISAGREE
Q4. The project faculty and staff helped to increase my abilities to do the work.		
Q5. The program achieved my personal goals.		
Q6. I would like to get a job using my bilingual skills.		
Q7. The program did not improve my job skills.		
Q8. My practicum was a useful learning experience.		
Q9. My practicum was a waste of time.		
Q10. The classroom work was a useful learning experience.		
Q11. The classroom work was a waste of time.		
Q12. I have greater confidence in my ability to obtain a job than before the program.		

	1. AGREE	5. DISAGREE
Q13. The classwork grading procedures were fair.		
Q14. I would like a job working with the elderly.		
Q15. I would have liked more tests and grades.		
Q16. The project staff were concerned about me.		
Q17. I feel that I did a very good job in the classroom work.		
Q18. I feel that I did a very good job in my practicum placement.		
Q19. Employers will treat me as a trained para-professional.		
Q20. I expect to earn more than minimum wage.		

Q21. In what ways, if any, have your career plans changed as a result of this program?_____

_____

Q22. Do you plan to continue college work?

___1. Yes ___ 5. No

↓

Q22a. (If yes) What field do you plan to study?_____

_____

Q23. What are your career plans?_____

_____

Q24. In what ways, if any, has this program affected your feelings about being a Franco-American?_____

_____

_____

Q25. In what ways, if any, has this program affected your feelings about other Franco-Americans?_____

_____

Q26. In what ways, if any, has this program affected your feelings about the elderly?_____

_____

Q27. Do you feel more comfortable speaking English than you did before entering the program?

___1. Yes ___5. No

Q28. Do you feel more comfortable speaking French than you did before entering the program?

___1. Yes ___5. No

Q29. Do you feel bilingual programs should be offered in fields other than gerontology?

___1. Yes ___5. No

Q29a. In what fields?_____

Q30. Did you feel accepted by University faculty, staff, and students other than those in this program?

___1. Yes ___5. No

Q31. Would you recommend this program to a friend?

___1. Yes ___5. No

Q32. Did you find the classroom work or the practicum placement more valuable, or were the two equally valuable to you?

___1. Classroom ___3. Practicum ___5. Both equal

Q33. Overall, how satisfied with this program are you?

___1. Very satisfied ___2. Somewhat satisfied

___3. Somewhat dissatisfied ___4. Very dissatisfied

Q34. Would you recommend that this program be continued?

___.1 Yes ___5. No

Q34a. (If no) Why not?_____

_____

Q35. Would you recommend that this program be expanded to other university campuses?

___1. Yes ___5. No

Q36. What do you consider to be the most valuable aspects of this program to you?_____

_____

Q37. What do you consider to be the least valuable aspects of the program?

_____

_____

Q38. Do you feel the bilingual classroom approach was effective in achieving the program's goals?

___1. Yes ___5. No

Q39. Should students in a one-year bilingual program be integrated in classes with students in regular two-year programs?

___1. Yes ___5. No

Q39a. Why to you feel this way?_____

_____

Q40. What changes could be made to improve the program?_____

_____

Q41. Were you a student part-time night, part-time day, or full-time day?

___1. Part-time night ___3. Part-time day ___5. Full-time day

Q42. Was the program schedule convenient or would you have preferred more evening classes, more day classes, different days, or what?

_____

Q43. Do you expect to complete the program or have you dropped out?

___1. Will complete ___5. Dropped out.

Q43a. (If dropped out) Why did you decide not to finish the program? _____

_____

Q44. At which program site were you a student?

___1. Bangor ___2. Biddeford ___3. Presque Isle ___4. Sanford

Q45. What did you do for a living prior to entering this program?_____

_____

Q46. What is your age?_____

Q47. What is your current marital status?

___1. Married ___2. Never married ___3. Widowed

___4. Divorced/separated

Q48. What is your sex?

___1. Male ___5. Female

Q49. While you were a student were you also employed at a job?

___1. Yes ___5. No

Q49a. (If employed) Was it a part-time or full-time job?

___1. Part-time ___5. Full-time

Additional Comments:

Thank you for your assistance. Please place this in the envelope provided and return to Social Science Research Institute, 164 College Avenue, Orono, Maine. 04473 at your earliest convenience.

Study 7018 B

Social Science Research Institute

Evaluation of the Franco-American Gerontology Program

Survey of Faculty and Staff

Q1. Generally speaking, were you satisfied with the academic preparation of students for this program?

___1. Yes ___5. No

Q1a. (If no) What problem did you observe?_____

_____

_____

Q2. Did you consider the program appropriate to a University setting?

___1. Yes ___5. No

Q2a. (If no) Where do you feel the program should be? _____

_____

Q3. Were the textbooks adequate for your classroom needs?

___1. Yes ___5. No

Q4. Were there adequate bilingual materials available for classroom use?

___1. Yes ___5. No

Q5. Did you feel comfortable working with non-traditional students?

___1. Yes ___5. No.

Q5a. (If no) Why not?_____

Q6. In your opinion, was the practicum a useful learning experience for the students?

___1. Yes ___5. No

Q6a. (If no) What would you have changed?_____

_____

Q7. Do you feel that you had an opportunity to participate in decisions affecting the program?

___1. Yes ___5. No

Q7a. (If no) What further participation would you have liked?

_____

_____

Q8. Were you satisfied with the grading procedures?

___1. Yes ___5. No

Q8a. (If no) What would you have changed?_____

_____

Q9. Did you consider the support services, including counseling, to be adequate?

___1. Yes ___5. No

Q10. In what ways did the program differ from your expectations of it?

_____

_____

Please indicate whether you agree or disagree with each of the following statements:

	1. AGREE	5. DISAGREE
Q11. The program was well received by University faculty, staff and students who were not directly involved in it.		
Q12. The program was helpful to the students in developing human service job skills.		
Q13. Program graduates are prepared for para-professional level jobs.		
Q14. The program has increased the students' confidence in their abilities to obtain jobs.		
Q15. The program ought to be expanded to other campuses.		

1. AGREE	5. DISAGREE

Q16. Program graduates will be able to compete for jobs paying more than minimum wage.

Q17. The program should be placed in Vocational Technical Institutes.

Q18. In what ways, if any, did this program affect the students' feelings about being a Franco-American or about other Franco-Americans?

_____

_____

Q19. In what ways, if any, has this program affected your feelings about Franco-Americans? _____

_____

_____

Q20. In what ways, if any, did the program affect students' feelings toward the elderly? _____

_____

Q21. Do you feel the program was effective in improving the students' bilingual competence?

___1. Yes ___5. No

Q21a. (If no) How could the program have been more effective?

_____

_____

Q22. Do you feel that the classroom and practicum aspects of the program formed a well integrated program of theory and practice?

___1. Yes ___5. No

Q22a. (If no) How could they have been better integrated?

_____

Q23. What jobs do you feel graduates of this program are prepared for? (Please be as specific as possible) _____

_____

Q24. What do you consider to be the most valuable aspects of this program?

_____

_____

Q25. What do you consider to be the least valuable aspects of this program?

_____

_____

Q26. Overall, how satisfied are you with the program?

___1. Very Satisfied ___2. Somewhat satisfied

___3. Somewhat dissatisfied ___4. Very dissatisfied

Q27. Would you recommend that this program be continued?

___1. Yes ___5. No

Q27a. (If no) Why not?_____

_____

Q28. Would you like to be involved in a similar program next year?

___1. Yes ___5. No

Q28a. Why not ?_____

_____

Q29. Do you feel the curriculum was appropriate to the program's objectives?

___1. Yes ___5. No

Q29a. How should it be changed?_____

_____

Q30. Should students in a one-year bilingual program be integrated in classes with students in regular two-year programs?

___1. Yes ___5. No

Q30a. Why do you feel this way?_____

_____

Q31. Do you feel the bilingual classroom approach was effective in achieving the program's goals?

__1. Yes __5. No

Q31a. (If no) How could it have been more effective?___

_____

Q32. Do you feel bilingual programs should be offered in fields other than gerontology?

__1. Yes __5. No

Q32a. In what fields?_____

Q33. Do you feel you were given enough information when you became involved in the program about the program's goals, methods, and student population?

__1. Yes __5. No

Q34. What changes could be made to improve the program?_____

_____

Q35. How many years have you been working in a college or university?_____

Q36. Are you a Franco-American?

__1. Yes __5. No

Q37. At which program site are you a faculty or staff member?

__1. Bangor __2. Biddeford __3. Presque Isle __4. Sanford

Additional Comments:

Thank you for your assistance. Please place this in the envelope provided and return to Social Science Research Institute, 164 College Avenue, Orono, Maine 04473, at your earliest convenience.

Social Science Research Institute

Evaluation of the Franco-American Gerontology Program

Survey of Practicum Supervisors

Q1. Generally speaking, were you satisfied with the preparation students received before their placement with your agency?

___1. Yes ___5. No

Q1a. (If no) What problem did you observe?_____

_____

_____

Q2. Do you consider the program to be successful from your point of view?

___1. Yes ___5. No

Q3. What jobs do you feel graduates of this program are prepared for? (Please be as specific as possible) _____

_____

Q4. In general, are there positions available in Maine for graduates of a program like this?

___1 Yes ___5. No

Q5. Would you hire a program graduate for a permanent position if your agency had an opening?

___1. Yes ___5. No

Q6. Were you and your staff comfortable working with students in this program?

___1. Yes ___5. No

Q6a. (If no) Why not?_____

_____

Q7. Did the students work well with your patients/clients?

___1. Yes ___5. No

Q7a. (If No) What problems did you observe?_____

_____

Q8. In your opinion was the practicum a useful learning experience for the students?

___1. Yes ___5. No

Q8a. (If no) What would you have changed? _____

_____

Q9. Were you satisfied with the procedure for evaluating student performance?

___1. Yes ___5. No

Q9a. (If no) What would you have changed?_____

_____

Q10. Do you feel you were given enough information about the program's operations and goals to understand how to make the practicum most beneficial to both you and the student?

___1. Yes ___5. No

Please indicate whether you agree or disagree with each of the following statements:

	1. AGREE	5.DISAGREE
Q11. Program graduates are prepared for paraprofessional level jobs.		
Q12. Students' job skills increased markedly through the practicum period.		
Q13. The program was beneficial to my agency.		
Q14. The program has increased the students' confidence in their abilities to obtain jobs.		
Q15. The program ought to be expanded to other campuses.		
Q16. Program graduates will be able to compete for jobs paying more than minimum wage.		
Q17. The program should be placed in Vocational Technical Institutes.		

Q18. In what ways, if any, did this program affect the students' feelings about being a Franco-American or about other Franco-Americans?

_____

_____

_____

Q19. In what ways, if any, did this program affect your feelings about Franco-Americans?

_____

_____

Q20. How would you describe the students' ability to work with the elderly? Was it excellent, good, fair, or poor?

___1. Excellent ___2. Good ___3. Fair ___4. Poor

Q21. Did the students have an opportunity to use bilingual skills in dealing with your patients/clients?

___1. Yes ___5. No

Q22. Was the students' bilingual ability a valuable asset in this placement?

___1. Yes ___5. No

Q23. If you were choosing between two job applicants who were otherwise equal, would you give preference to a bilingual applicant?

___1. Yes ___5. No

Q24. Do you feel that the classroom and practicum aspects of the program formed a well integrated program of theory and practice?

___1. Yes ___5. No

Q24a. (If no) How could they have been better integrated?_____

_____

_____

Q25. Do you feel bilingual programs should be offered in fields other than gerontology?

___1. Yes ___5. No

Q25a. In what fields?_____

_____

Q26. What do you consider to be the most valuable aspects of this program?

_____

_____

_____

Q27. What do you consider to be the least valuable aspects of the program?

_____

_____

_____

Q28. Overall, how satisfied with this program are you?

___1. Very satisfied ___2. Somewhat satisfied

___3. Somewhat dissatisfied ___4. Very dissatisfied

Q29. Would you recommend that this program be continued?

___1. Yes ___5. No

Q30. Are you a Franco-American?

___1. Yes ___5. No

Q31. At which program site were you a practicum supervisor?

___1. Bangor ___2. Biddeford ___3. Presque Isle ___4. Sanford

Q32. Is your agency an institution (such as nursing home, boarding home) or a non-institutional program?

___1. Institution ___5. Non-Institution

Q33. Would you like to be involved in a similar program next year?

___1. Yes ___5. No

Q34. What changes could be made to improve the program? _____

_____

Additional Comments:

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PART III: APPENDIX CONTAINING SUPPLEMENTARY INFORMATION ON PROJECT PARTICIPANTS, RESUMES OF FROJECT STAFF, NAMES OF ADVISORY BOARD MEMBERS AND COURSE INSTRUCTORS, COURSE DESCRIPTIONS, BILINGUAL COURSE MATERIALS, PRACTICUM PACKET, NAMES OF PRACTICUM PLACEMENTS, AND A BUDGET SUMMARY WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.